



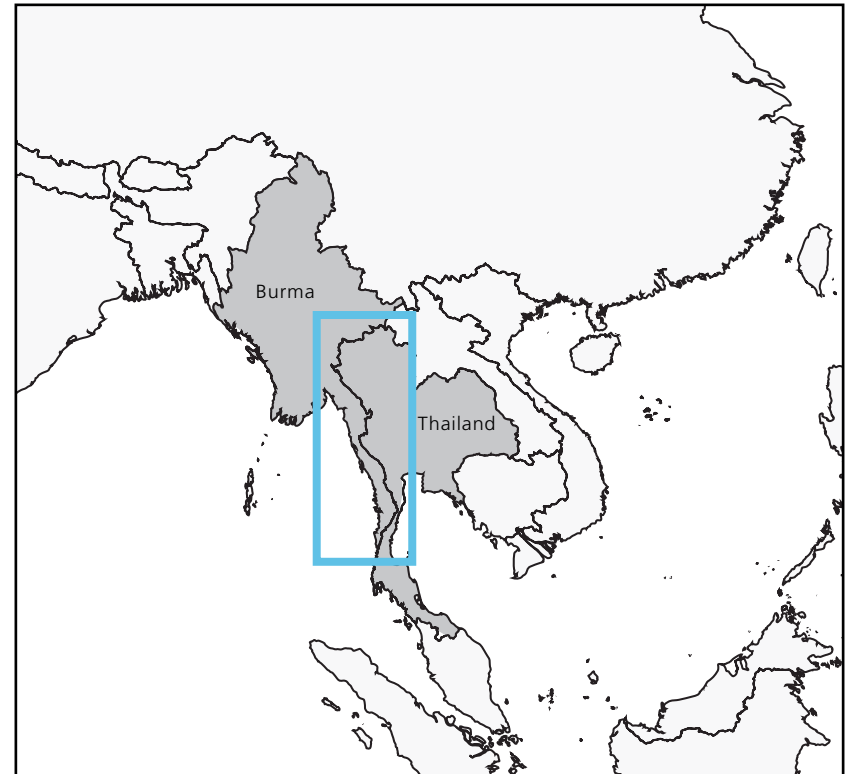
# ENGAGEMENT & IMPACT



Refugee and Migrant Education on the  
Thailand-Burma Border

The Support to Health, Institution Building, Education, and Leadership in Policy Dialogue (SHIELD) Project was funded from 2005-2010 by the United States Agency for International Development (USAID).

Background .....	1
Community .....	7
Skills Building.....	13
Higher Education .....	19
Special Needs .....	25
Relationships .....	31
Policy & Advocacy .....	37
Conclusion.....	44



More than two million people from Burma have been displaced due to political instability and human rights violations. These refugees, migrants, and other displaced people are living in refugee camps and communities along the Thailand-Burma border. They have lost their homes and livelihoods, and many cannot access community social services that are available to the people of Thailand, such as health care, education, legal advice, and protection.



The SHIELD project provides access to essential health services and education for migrants, refugees, and other displaced persons from Burma who are living on the Thailand-Burma border.

World Education implements the education component of the SHIELD project. World Education's programs provide access to quality education for these vulnerable populations through resource support, developing the capacity of local organizations to support education, and empowering communities and their education systems.

# BACKGROUND

SHIELD, a USAID project, is jointly implemented by the International Rescue Committee (IRC), World Education, and Program for Appropriate Technology in Health (PATH).

SHIELD collaborates with the Royal Thai Government, community groups, international and community-based organizations to find local solutions to migrant and refugee concerns and priorities.

## WHERE WORLD EDUCATION THAILAND WORKS

World Education has been working in Thailand since 1999 to improve access to and quality of education for migrants, refugees, and other displaced persons.

World Education works in close partnership with community-based organizations and the Royal Thai Government's Ministry of Education (MOE). All partners are involved in providing education in refugee camps and migrant communities. The SHIELD project works with more than 10 ethnic minority groups from Burma, including Karen, Shan, Pa'O, Mon, Ahka, Arakan, Chin, Palaung, Burman, Wa, Kachin, and Kayan.

World Education programs and services are implemented in the following Thai provinces:

- Chiang Mai
- Mae Hong Son
- Samut Sakorn
- Chiang Rai
- Ratchaburi
- Tak
- Kanchanaburi
- Samut Prakan



*World Education is an international nongovernmental organization (INGO) that is committed to being part of the communities where it works and is closely connected to the people in these communities. As an INGO, World Education has global experience and access to international resources and expertise.*

Trained more than 9,000 teachers, 400 school directors, and 8,000 parents from Burma who are currently living in Thailand.

Provided sub-grants and technical assistance to more than 20 community-based organizations (CBOs) supporting education along the Thailand-Burma border.

Created higher education programs for young people from Burma who work in CBOs.

Advocated with the Thai Ministry of Education to establish support for migrant education by providing non-Thai teachers with identity cards.

## WORLD EDUCATION ACHIEVEMENTS UNDER SHIELD 2005-2010

Established child protection systems in nine refugee camps.

Developed the first standards-based curricula for migrant schools, in Thai, English, math, and science.

Trained Thai public school teachers who work with migrant children.

Established, for the first time in Thailand, access to education for severely disabled Burmese migrant children.



Communities are where children live and learn. World Education's staff are guided by the core belief that parents and members of the community have a vital role to play in the success of their children's education. This may be in contrast to existing practices, in which communication between the school and the community is minimal, or just in one direction, from school to parent.

Programs become sustainable, or able to exist on their own, when local community structures and organizations are empowered to take appropriate action. Burmese migrant community structures need the skills, resources, and follow-up support to attain sustainability.

*World Education staff visit communities to encourage their involvement in schools and work with community leaders to identify and solve issues that affect the education of their children.*

## ENGAGING PARENTS TO SUPPORT EDUCATION



Morning Glory is the nearest school to the remote Mae Ka San migrant community, but the 40 minute drive makes it difficult for young migrant children to attend. Teachers offered to drive the students to school in an old truck but the cost of fuel was too high.

The school reached out to World Education staff member Kelly Bwint, a community organizer, who asked the parents to come up with ideas. Many said they didn't have money, since they were making only 70-100 baht [US\$2-3] per day. Kelly noticed the mouths of many parents were stained red, and asked if they were eating candy and could share. The parents laughed, explaining that it was betel nut (chewed as a mild stimulant).

"Oh really?" said Kelly, smiling. "How much do you spend on betel nut?" "Five to ten baht [15-30¢]," replied the parents.

Kelly suggested that the parents set aside one baht from that. "At the end of the month you can send the money with your children to their teacher. The teacher will report on what is done with the savings at your next parents' meeting."



Some parents thought that only one baht would not be enough to help, but they agreed to try. After just one month the migrant teachers reported that they received 3,500 baht [US\$106] from the parents. One teacher remarked, "We are happy, and very proud that they have started to support their children's needs at school."

"There can be no vulnerability without risk; there can be no community without vulnerability; there can be no peace, and ultimately no life, without community."

– M. Scott Peck  
Author & Psychiatrist

The parents' savings have supported fuel costs, school lunches, and other needs. The school director, Ajair, says that the school can't work without the support of the parents: "Their help is so important for our school."

## BUILDING A FUTURE THROUGH ENTERPRISE

Hundreds of swimming catfish peek out of the water tanks at the Light School in the Nam Tok community. Nearby, in a small wooden shed built by the parents of students, shelves of mushrooms are waiting to be harvested. Parents in the community recently decided to begin an initiative to grow mushrooms and raise fish to contribute to nutritious school lunches at two World Education-supported migrant schools. In addition, the parents' group will sell a portion of the produce to raise funds for school activities.

Money generated from these activities will dramatically change the lives of vulnerable children and families in Nam Tok:

- Children and their families will spend more time in the school environment
- Students' health will improve
- Child labor, all too often a result of extreme poverty, will be reduced



These activities reflect the success of dedicated parents, teachers, and World Education staff working together.

World Education encourages parents to keep their children in school and help with their studies at home. When parents and communities value children's education, children have increased opportunities for success.



## ADVOCATING FOR HIS CHILDREN'S EDUCATION

U Win Bo, 45, is a migrant worker and father of two in the Hsa Muu Htaw community.

He and his family live in a small bamboo hut in the shadow of the sweater factory where his wife works. When first approached by World Education, U Win Bo laughed sadly at the suggestion his children should go to school: "I need them to go out and work and make money for our family."

But after attending the first World Education parents' meeting, U Win Bo began to understand the potential long-term impact that learning would have on his family. The

parents' meetings address child development, hygiene, and how parents can support their children's studies through homework assistance and developing stronger relationships with the school.

U Win Bo now insists his children attend school and eagerly attends monthly parents' meetings.



He saves money in a small bottle to purchase soap powder for the school, and his family regularly provides vegetables for school lunches.

Today, U Win Bo plays a strong role

in the education of his children. In turn, his children are diligent in their studies and he hopes that one day they will be leaders in their community.

"The landlord came to my house and asked me for my rent. I couldn't read the paper he gave me. I had already paid him my rent but I had no record. I have no education. What could I do? I don't want my children to face the same problems—I want them to learn to read and write."

- U Win Bo



## IMPACT

Training for migrant and refugee parents helps them understand how to support their children's learning, and encourages parents to become involved in school activities.

- Migrant communities are empowered to use local resources to solve their problems.
- 3,000 parents of migrant children have participated in parent trainings.
- 1,162 migrant parents involved in SHIELD are actively supporting their children's schools through labor, donations, and by providing food.





Through SHIELD, World Education builds the skills of migrant and refugee teachers and school administrators to improve the quality of education for children from Burma who attend schools in Thailand. Some migrant students attend Thai government schools that are part of the Ministry of Education system in Thailand. Other students attend migrant schools that are staffed by teachers and school directors from Burma, many of whom have little training or experience with teaching or school management.

# SKILLS BUILDING

## TEACHERS

World Education works with teachers to improve their instructional skills so they can effectively meet the physical, cognitive, social, and psycho-social needs of their students. Teachers learn how to work with curricula, produce lesson plans with appropriate learning activities, and create environments that are conducive to learning. World Education also trains teachers who teach Thai language to migrant students attending Thai government schools.



“We start from the students first. If we talk about awareness then we need to look at the learning environment, look at how the students learn, the level of the students, [and] student differentiation using a relevant and appropriate curriculum and effective evaluation with evidence.”

– Pohka Chanaphaoporee,  
World Education Program Associate

### TEACHING FRAMEWORK

The Teaching the Way We Learn framework is the basic structure underlying the approach World Education uses to build the skills of migrant and refugee teachers.

The framework guides teachers to pay attention to five key elements of teaching: the students, the content, the classroom environment, instructional methods, and assessment.

Underlying this framework is a strategy for improving schools:

- Consistent, standardized curricula
- Teacher collaboration
- Instructional coaching and supporting school directors
- Continuous assessment of students’ and teacher performance



Teaching the Way We Learn encourages teachers to reflect on what they already know about teaching, and then adapt their teaching methods with the new ideas, facts, and skills that they learn through dialogue with colleagues and teacher training workshops.

## SCHOOL DIRECTORS

To foster teacher development and support, World Education trains migrant school directors on how to coach teachers in the classroom and provide constructive feedback. School directors also receive training in leadership and school management including teacher observation and support, motivation, staff roles and responsibilities, conducting effective meetings, strategic planning, problem-solving, communication, and proposal writing.

“I always remember the lesson I learned from World Education: Place the best people in the field, support them well, listen to them, and tolerate their unruly remarks.”

– Khunying Kasama na Ayuthaya,  
Secretary General of the Office of  
Basic Education Commission, Thailand

After training workshops, World Education staff visit schools to provide support and to monitor the application of new knowledge and skills. School

directors motivate teachers to become more effective by establishing teacher support groups where teachers share new information and skills.

## WORLD EDUCATION STAFF

World Education also emphasizes increasing the knowledge and capacity of our own local staff. Staff proficiency is fostered through a culture of sharing ideas and expertise at all levels. Knowledge is exchanged throughout the organization at weekly meetings, and by encouraging openness and teamwork among staff members. World Education’s experienced Karen, Burmese, and Thai staff are themselves agents of change and seek out professional and personal development opportunities, improving their capacity to address local issues.



## CREATING BETTER TEACHERS



Kathy Oo has taught at the Nam Tok Learning Center for more than three years and until recently faced many difficulties in her classroom. With no formal training, Kathy's approach was teacher-focused: She read Burmese and science lessons to her students from a textbook, then asked students to repeat lessons word-for-word, and copy exercises. She never checked her students' background knowledge and never asked for their input or questions. When they didn't perform as she hoped, Kathy became angry.

World Education works with teachers like Kathy to improve their teaching skills and apply a more student-centered approach. Kathy attended trainings focused on the learning process, classroom management, lesson planning, special

education, and psychosocial issues. She also learned new teaching methods: drawing, using flashcards, incorporating outdoor activities, and encouraging students to ask questions. She learned to ask students to work in groups and how to use positive body language rather than anger to control her students.

Since the World Education trainings, Kathy's self esteem and teaching ability have improved greatly. Despite never having received formal training in science, she can now teach the subject well because she knows about lesson structure and student-centered teaching. "Before I received training from World Education, I was shy and not active," she says. "I was afraid of the students and the classes were big so I had a hard time controlling them." Today her students are more engaged and interested in learning. They ask questions and discuss the lessons among themselves. "Before she received training, she didn't have a close relationship with her students," says Aung Win, the Nam Tok School Director. "Her teaching didn't come from her heart." Now Kathy knows what her students and the school need from her to succeed. She has the skills, support, and motivation to be an excellent teacher.



## IN THEIR WORDS



"Before I worked with World Education, I didn't know what I could do for disabled students; now I know how to work with them. I differentiate lessons, and use several ways to communicate with students who have difficulty. As a result, their grades are higher and they are less likely to fail exams."

- Su Mon Htoo, English teacher  
Hsa Moo Htaw Learning Center

"World Education is supporting teachers and school directors to be more effective. We try our best to improve the school, and can see the results in the students."

-Mr. Aung Win, school director  
Nam Tok Learning Center



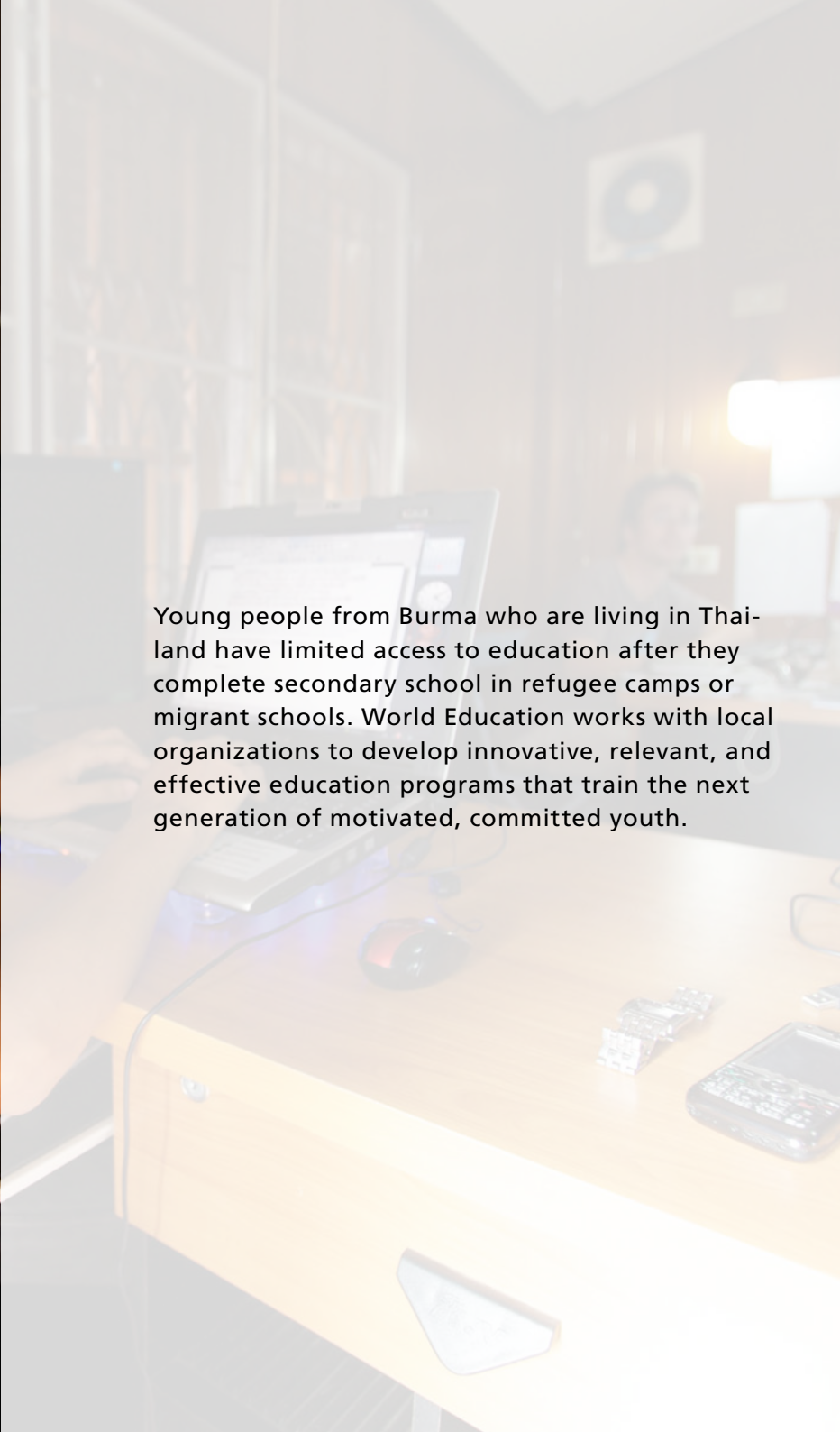
"When I was a child at school, I was afraid of the teacher, and I don't want my students to have the same experience. Teaching using a child-centered approach gives them the confidence to ask questions and build a good relationship with me. They are happy and not afraid. They enjoy learning."

-Kyaw Lwin Oo, math teacher  
Sky Blue Learning Center

## IMPACT

Skills-building trainings in SHIELD 2005-2010:

- 9,681 teachers trained.
- 8,703 parents trained.
- 463 trainers trained.



Young people from Burma who are living in Thailand have limited access to education after they complete secondary school in refugee camps or migrant schools. World Education works with local organizations to develop innovative, relevant, and effective education programs that train the next generation of motivated, committed youth.

# HIGHER EDUCATION

World Education prepares young adults to work effectively in their communities through the creation and support of post-secondary education and job-skills training programs. Two of these programs, English Immersion Program (EIP) and Wide Horizons (WH), were conceived in direct response to community requests for students to learn the skills they need to work in schools and community-based organizations (CBOs) along the border.

In both EIP and WH, students from many ethnic groups in Burma spend 10 months in an intensive residential school program. The following year they complete internships with local CBOs. Students live in an English language immersion environment, studying English as well as business skills such as computers and project management. All classes use experiential learning activities that encourage reflection, communication, teamwork, and critical thinking. Graduates return to their communities to work within organizations that promote community health, education, advocacy, and human rights issues.

EIP is located in Umphiem Mai refugee camp and enrolls students who attended schools in refugee camps. Students from migrant communities can apply to WH, which is located in the town of Mae Sot. Another program, the Mon Post-Secondary School, is in the neighboring town of Sangklaburi. Each of these higher education programs is implemented by World Education in partnership with community organizations such as KRCEE, BMWEC and MNEC (see p. 34).

## IMPACT

- To date, World Education has taught 228 students through the EIP and WH programs.
- EIP and WH graduates have gone on to work with nearly 60 CBOs as curriculum developers, teachers/trainers, researchers, and community microfinance officers.



## IN THEIR WORDS

"I can use English skills for my community. Last month, I wrote a proposal for Nu Po refugee camp and donors gave 15,000 baht [US\$450]. In this situation, if I could not speak English, I couldn't help. I got most of these skills from EIP. I really thank EIP and the teachers."

*-Ko Phyoo  
EIP graduate, 2005*



"Whenever an EIP or WH graduate works for or returns to the community, the community benefits."

*-Armstrong  
EIP graduate, 2004*

"We are from different ethnic groups. We have to work together when we are in school. So I now know how to communicate with other ethnic groups."

*-Htet Yee Mon Eai  
WH graduate, 2007*



## INTERVIEW WITH A WIDE HORIZONS STUDENT



*Mee Mee's village in Burma was burned by military forces when she was a baby, and her family fled to the Hway Ka Lok refugee camp for safety. She studied there for four years in primary school until that camp was also burned to the ground. Mee Mee was able to continue her education in a different refugee camp, and became a student at Wide Horizons in 2009, after working at the Mae Tao Clinic, a CBO.*

I came to Mae Tao Clinic in April 2003. I volunteered for six months and then I began nursing training for one year. Once I was a nurse, I was required to do rotations in every department, and two years later I did medic training for one year. These rotations helped me decide to work in reproductive health because they only had a couple of people working there and it is such an important part of the clinic.

### WHY DID YOU COME TO WIDE HORIZONS?

Everybody knows that in our clinic, many staff [get resettled to a] third country [e.g., the U.S. or Australia]. Because of this they do not have enough people to run the clinic, so I wanted to learn project management and improve my English in order to go back and help manage the clinic.



### HOW HAVE YOU CHANGED SINCE YOU CAME TO WIDE HORIZONS?

I can speak English fluently now and can write proposals. I have also learned critical thinking. At first we did things without thinking. For example, in our clinic we get orders to do something and we just do it. But at WH, we have learned to think

for ourselves. We know how to think before we do something.

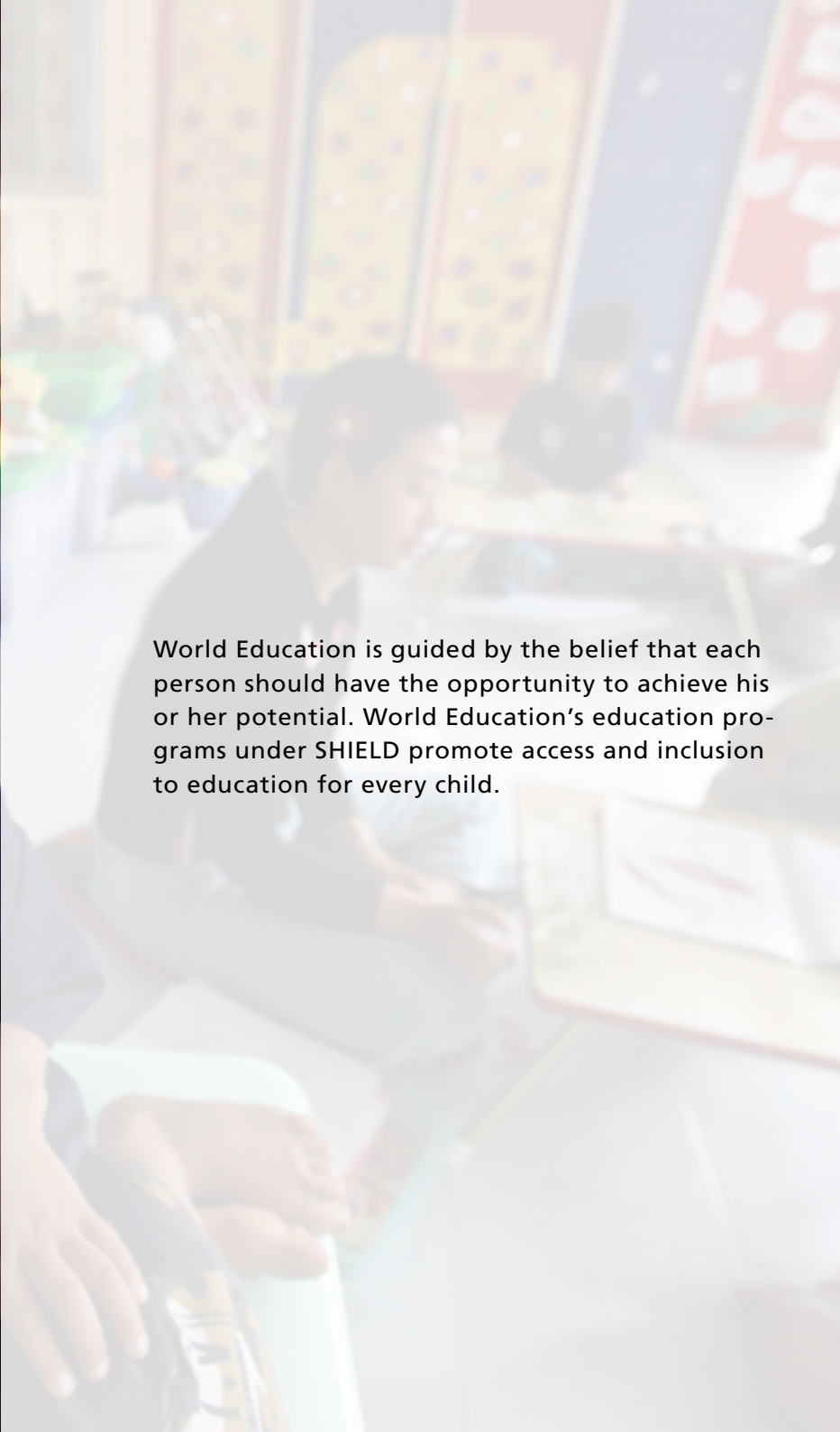
### HOW WILL YOU USE WHAT YOU HAVE LEARNED AT WIDE HORIZONS?

I will look at the situation in each department of the clinic and find the weak point. I will also use feedback from our staff on how to improve the clinic.

### WHAT DO YOU HOPE TO DO AFTER YOU GRADUATE FROM WIDE HORIZONS?

When I go back to Mae Tao Clinic, I will work as the health education outreach survey coordinator, collecting information about Mae Tao's various projects in surrounding communities, and then reporting to donors on our work here on the border. I think my work at Mae Tao will be long-term because, for me, I do not want to [resettle] to a third country. If I go to a third country my family will improve, but only my family. But if I stay here, my whole community will improve.





World Education is guided by the belief that each person should have the opportunity to achieve his or her potential. World Education's education programs under SHIELD promote access and inclusion to education for every child.

# SPECIAL NEEDS



Since World Education started working with refugees from Burma on the Thailand-Burma border in 1999, it has established and supported special needs programs.

World Education has initiated education activities and support groups for children and adults who are blind and deaf, and for their families. For the first time, Karen sign language was documented and a book

of Karen sign language was published. An early intervention program identified children with learning difficulties and trained and supported parents in basic therapies. Community members volunteered in special needs classrooms, deaf clubs were established in each camp, and, as a result, families no longer hid their disabled children.

## SHIELD

When SHIELD was launched in 2005, World Education expanded and formalized its special needs activities and provided more support to groups implementing activities for kids with disabilities. The KWO (see p. 36) initially received a sub-grant from World Education to expand special education activities in seven refugee camps, supporting hundreds of students with special needs. World Education now provides technical support to KWO to implement activities including parent workshops, teacher training, and regular awareness events.



## IMPACT

- More than 600 special needs children are served by the KWO in seven camps.
- 20 vulnerable children are supported at the Star Flower Center, and 16 parents have been trained there since late 2009.

## STAR FLOWER CENTER

In 2009, World Education opened the Star Flower Center in Mae Sot, a school for migrant children with severe physical, mental, or emotional disabilities. World Education staff train local migrant parents and other adults to help staff the center, and train parents how to better encourage and support their children who have severe disabilities. The Star Flower Center is implemented with support from Voluntary Service Overseas (VSO) and in close connection with the Mae Tao Clinic and Social Action for Women (SAW).

“Every student can learn. Just not on the same day or in the same way.”

– *George Evans*  
Educator

Each day the children are picked up from their homes by World Education staff. With time for greetings, independent play, and lunch, daily activities at the center include:

- imaginative play
- reading and writing
- hygiene lessons
- social activities
- speech therapy
- art and music
- mobility exercise

Individual education plans are designed for each child by a team of staff and parents, and are incorporated into their daily time at Star Flower.

The children have made great progress at the Star Flower Center. They have learned to play together



and make new friends, increased their vocabulary, and have achieved a general sense of well being. Parents and caregivers report that they feel less isolated and helpless.







## ABANDONED

Jack\* was abandoned as an infant in Burma. At age five, he was delivered to a migrant foster parent in Thailand by a taxi driver, and is now a student at the Star Flower Center.

Jack's development was delayed, and he was unable to speak. At the age of five, he only had the mental and physical abilities of a two-year-old, and also showed symptoms of neglect. He was severely under-weight with a widespread scabies infection, and was often listless.

At the Star Flower Center, Jack initially whined a lot and his only form of communication was a squeal. He wouldn't join class activities, and he wandered around looking lost. World Education has worked with Jack's adoptive family to make his situation more

stable and supportive. His progress at the Star Flower Center has been remarkable: he has started to speak, and now has a vocabulary of about 20 words. He loves to sing in tune to songs and often performs a solo dance for everyone. Jack plays with other children now, building castles and watering the flowers. He rarely whines, and most importantly—he laughs.



\*Names of children have been changed



## LEARNING TO SPEAK

Eight-year-old Bo\* is a migrant Karen child. He has mild cerebral palsy-like symptoms, and is the only child of a deaf mother. Unable to speak, it's difficult for her to communicate with Bo. At home he doesn't get the care he needs, and often arrives at the Star Flower Center in need of a bath and clean clothes.

When Bo first came to Star Flower, he could understand what was said to him but he would not speak. At Star

Flower, Bo said his first word—"allo"—part of the greeting sung each morning. He started to say his name, and by the third week his vocabulary grew to ten words. After three months, his confidence had grown sufficiently to say "how are you" in Karen, Burmese, and English. He chats often, with a big smile on his face. While he has limited finger dexterity, his motor skills have also improved; he can now use his hands quite well, playing with small bricks and tiles.

The Star Flower Center has improved Bo's quality of life and his engagement with the world around him.





World Education trains and collaborates with local educators and organizations to ensure that refugees, migrants, and other displaced people from Burma have access to quality education. Our vision is one of partnership, capacity development, and empowerment, and springs from the belief that education is a catalyst for change, creating the chance for a better future for all.

# RELATIONSHIPS



World Education's partnerships with international and community organizations from Burma and Thailand are essential to all SHIELD activities. Local groups are best positioned to support and implement education activities in their own communities. These partnerships are based on mutual respect, cooperation, and dedication to ensuring every person's right to quality education.

World Education's main partner in the SHIELD project is the International Rescue Committee (IRC), the primary organization implementing SHIELD for USAID. Through SHIELD, IRC works to enhance health knowledge and practices in migrant communities and increases access to preventative and clinical care.

World Education works closely with the Royal Thai Government's Ministry of Education (MOE) to provide education opportunities for students from Burma in Thailand. The MOE requests World Education's assistance in developing curriculum, analyzing and revising education policies, and training Thai teachers to effectively integrate migrant students into Thai classrooms.

World Education provides sub-grants and technical assistance to community-based organizations in the refugee camps and migrant communities. World Education is strategic in deciding which organizations to partner with. Criteria for choosing partners include

"When the government first allowed the Ministry of Education to work with Burmese migrants in the camps, I discovered that World Education had already been quietly working with the migrants. We were able to find a way to work effectively with Burmese migrant children, by developing new curricula, learning how to train teachers, and reforming regulations to support their work with NGOs under close supervision."

– *Khunying Kasama na Ayuthaya,*  
Secretary General of the Office of  
Basic Education Commission, Thailand

shared vision and approach, relevance, and teamwork.

## KEY PARTNERS

- Baan Dek Pa (Children of the Forest) School
- Burmese Migrant Primary School - Mae Sai
- Burmese Migrant Workers Education Committee
- Ethnic Minority Family Services
- Foundation for Rural Youth
- Grace Home Orphanage
- Help Without Frontiers
- Karen Education Department
- Karen Refugee Committee Education Entity
- Karen Teachers Working Group
- Karen Women's Organization
- Karenni Education Department
- Karenni Student Development Program
- Kaw Dai

World Education is guided by the "three Rs" when implementing programs:

- **RELATIONSHIPS** with local partners are essential to ensure local ownership and sustainability.
- **RELEVANCY:** All programming should be appropriate and pertinent for our partners and beneficiaries.
- **RIGOR** is applied to the quality of all our work.

- Mae Tao Clinic
- Minimahaw Education Foundation
- Mon National Education Committee
- Mon Woman's Organization
- Nonformal Education (Ministry of Education) - Mae Hong Son
- Pa'O National Development Organization
- Replacement Center for Burmese Migrant Workers
- Rotary Club of Thailand
- Royal Thai Government Ministry of Education
- Shan Education Committee
- Shan Youth Power Group
- Social Action for Women
- Voluntary Service Overseas
- Whispering Seed



## PARTNER PROFILES

The following organizations are World Education’s largest grantees on the SHIELD project. World Education works with many partner organizations, representing more than 10 ethnic groups, to assist them in ways that support their organizational development.



### KAREN EDUCATION DEPARTMENT (KED)

Since 2000, World Education has provided material and financial support to the KED to establish teacher colleges, develop curricula, and train teachers, school directors, and administrators in seven refugee camps. World Education also has provided consultation on critical organizational structure and strategy decisions.

### KAREN REFUGEE COMMITTEE EDUCATION ENTITY (KRCEE)

The KRCEE now manages the education system in seven refugee camps. World Education has worked with the KRCEE since its inception in 2009, and funds their system of higher education schools across five refugee camps, while also helping them to develop teacher training curricula, and train pre-service teachers.

### BURMESE MIGRANT WORKERS EDUCATION COMMITTEE (BMWEC)

The BMWEC administers support for more than 50 migrant schools. World Education writes curricula with the BMWEC curriculum team and primary school teachers, and trains teachers, school directors, and BMWEC administrators. The organizations work together to develop assessment tools for use across multiple schools to gauge student learning.

“It is easy working with World Education because they have been working in our community for a long time, so we are familiar with them and they know the way we work. There are some things we lack—knowledge about human resources, administration and accounting procedures, and proposal and report writing. World Education helps us with things like this.”

—*Naw Deborah*  
Education Coordinator for KRCEE



### KAREN TEACHERS WORKING GROUP (KTWG)

The Karen Teachers Working Group supports community schools for ethnic Karen children. World Education provides technical and financial support to the KTWG and trains their mobile teacher trainers who train and support teachers, communities, and Karen schools.

### KAREN WOMEN’S ORGANIZATION (KWO)

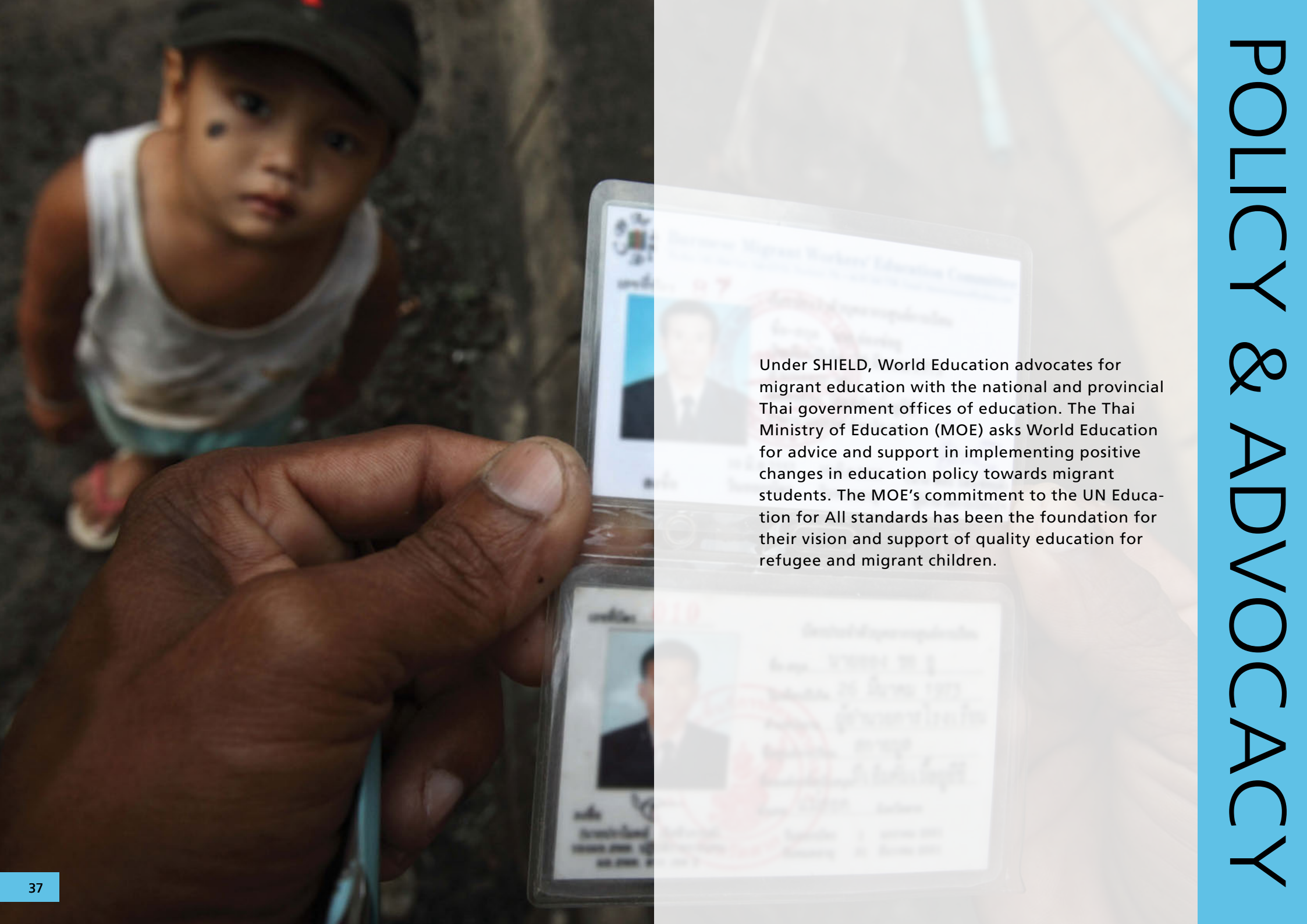
The KWO is a refugee organization with a membership of more than 49,000 women operating in seven refugee camps with the mandate of empowering Karen women and their communities. World Education has provided grants and technical support to the KWO in the areas of special needs and adult literacy.



## IMPACT

With World Education support:

- 7,000 adults have participated in KWO-facilitated literacy classes in seven refugee camps.
- 83,680 students are impacted by KTWG teacher training.
- 3,954 teachers are supported and trained by the KTWG.
- 50 migrant schools are supported by BMWEC.



Under SHIELD, World Education advocates for migrant education with the national and provincial Thai government offices of education. The Thai Ministry of Education (MOE) asks World Education for advice and support in implementing positive changes in education policy towards migrant students. The MOE's commitment to the UN Education for All standards has been the foundation for their vision and support of quality education for refugee and migrant children.

## CURRICULUM

Curriculum literally means “to run a course.” One could relate this to the journey many migrants and refugees take to Thailand—walking on paths in the forests and mountains, looking for markers to guide them, stopping for water, and asking directions from local villagers.

Curricula provide critical guideposts for teachers to create an effective teaching and learning environment. At the request of the Thai Ministry of Education, World Education developed the first standards-based curricula and texts for science, math, English, and Thai for use in migrant schools in Tak province. This provides the basis for the Thai government to consider certification of these schools, and the curricula are now being used in several other provinces.



## IMPACT

- 42,000 standards-based textbooks in Thai, English, math and science have been delivered to migrant schools for grades 1-6.
- 70-80% of teachers who use curricula developed by World Education exhibit student-centered teaching approaches.

## ACTION RESEARCH

Action research involves analyzing aspects of an ongoing program through systematic research and reflection in order to identify ways to improve it. World Education and its partners use action research methodology to regularly examine and improve the SHIELD education program. For example, is it more effective for Burmese students to learn Thai by integrating into a Thai classroom, or by studying Thai with other students from Burma in a pull-out program? What is the impact of parent training on school enrollment? How do parenting styles change after parents of special needs children receive orientation and training?



The goal of action research is to build upon and expand successful strategies, and to improve areas that have been identified as challenges. By working with partners to collect data from ongoing activities, analyze it for strengths and weaknesses, and then adapt these activities, World Education strives to enhance the quality of education to migrants and refugees in Thailand.



## EDUCATION IN EMERGENCIES

The Inter-Agency Network for Education in Emergencies (INEE) is an international effort committed to promoting access, quality, and accountability by defining the minimum level of educational assistance that ensures the right to education for people affected by crisis.

World Education is a founding member of the INEE Working Group, which facilitated the development, promotion, training, piloting, monitoring and evaluation of the INEE Minimum Standards. In Thailand, World Education has developed a monitoring and evaluation tool which is used annually to audit compliance with these minimum standards, and has undertaken a second audit with other organizations working with refugees and migrants along the Thailand-Burma border.



## THAI LANGUAGE

World Education has advocated with the Ministry of Education (MOE) to provide appropriate alternatives for migrant students to access education. Although many migrant children can attend migrant schools, another option is to integrate them into Thai government schools; however, a migrant student from Burma must speak Thai in order to succeed in a Thai school. Two alternatives for teaching Thai to migrant students are through “pull-out” intensive Thai language training, and the “school-within-a-school” program.

World Education has developed a Thai as a Second Language (TSL) course to aid migrant students with Thai language

acquisition. In the “pull-out” program, a World Education trainer teaches intensive Thai language classes to migrant students attending Thai government schools. Students leave their homeroom classes for a period each day to attend a TSL course targeted to their language level.

World Education also works with the MOE to match schools in the “school-within-a-school” program, in which a World Education-supported migrant school partners with a Thai government school. The Thai school enrolls migrant students so that they may more rapidly acquire Thai language skills, and in turn the migrant school sends its English teacher to the Thai government school to teach



English to the Thai students. The participating schools may also decide to organize other activities together, such as sports, vocational classes, and extracurricular courses.

## IMPACT

- World Education is supporting the teaching of Thai in pull-out classes with 90 migrant students enrolled in Thai government schools.
- 180 Burmese students in 36 migrant schools are learning Thai.



Whether refugee and migrant children on the Thailand-Burma border return to Burma, resettle to another country, or remain in Thailand, their future will be determined by the education they receive now. World Education's assistance to refugee and migrant education since 1999 has helped ensure that these children have an opportunity for a brighter future.



*This brochure is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of World Education and do not necessarily reflect the views of USAID or the United States Government. Cooperative Agreement #486-A-00-05-00006-00*





WORLD EDUCATION

**WORLD EDUCATION THAILAND**

**PO Box 27**

**Mae Sot, Tak THAILAND, 63110**

**Phone: (66) 055.536.276 | Fax: (66) 055.536.275**

**WORLD EDUCATION, INC.**

**44 Farnsworth St.**

**Boston, Ma UNITED STATES 02210-1211**

**Phone: (617) 482.9485 | Fax: (617) 482.0617**

**[www.thailand.worlded.org](http://www.thailand.worlded.org)**

**[www.shieldthailand.org](http://www.shieldthailand.org)**